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# PROCEEDINGS

## The 2<sup>nd</sup> UAD TEFL International Conference

New Paradigms in Teaching English  
as a Foreign Language

October 13 - 14, 2012

Reviewers:

Dr. Dat Bao (Monash University, Australia)

Dr. Abdul Malik Mohamed Ismail (USM, Universiti Sains Malaysia)

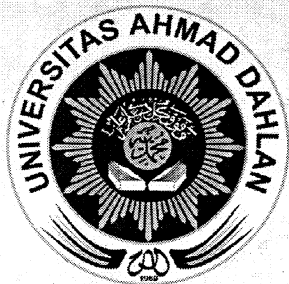
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## The Use of Adverbials as Means of Developing a Paragraph

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### Abstract

An adverbial in a sentence in some cases can be or cannot be the focus of a question. Some adverbials ending in *-ly*, for example the word *slowly*, are normally inquired by the question word *how*. Furthermore, the adverbial *yesterday* can be asked by the question word *when*. On the other hand, the adverbial *frankly speaking*, in the following instance: *Frankly speaking, he is not responsible for the admission test*. cannot be inquired by any question word. In addition, the adverbial *probably*, in the sentence: *They are probably at home*. cannot be the focus of any question word.

The first kind of adverbial in the above mentioned instances is integrated in the clause structure while the second tends to be peripheral to it (Quirk, 1985:440). That is to say that the second type of adverbial at a certain degree has fewer grammatical functions. This is due to the presence or absence of the adverbial sometimes does not affect the clause structure. Therefore, the second type of adverbial tends to function semantically rather than grammatically. In other word the presence of the adverbial may relate to the sentence, that precedes it or that comes after it. In this perspective, the writer tries to describe different adverbials to the paragraph development, which employs some tools to maintain coherency.

**Key words:** adverb, adverbial, coherency, peripheral, integrated, adjunct, disjunct, conjunct.

### Introduction.

One of the five sentence elements in English is an *adverbial* (Quirk, Randolph, 1973:12). This term should not overlap with the term an *adverb*. While the former refers to a sentence element, the latter points to one of the English parts of speech. The adverbial may be realized by an adverb, an adverb phrase, a noun phrase, a prepositional phrase, a finite clause, a nonfinite clause, and a verbless clause. Thus, the sentence:

- (1) Each year, countless small business close their doors and go into bankruptcy. (Imhoof,1975:76)
- (2) They arrived *yesterday*. Hornby, 2003:1387)

The words in italic in the above sentences refer to adverbials. The first is formed by a noun phrase while the second is constituted by an adverb. Furthermore, an adverbial may refer to an adjunct, disjunct, or a conjunct. Though the existence of an adverbial in a sentence is optional, its presence can be integrated to the clause structure or peripheral to it (Quirk, Randolph, *ibid* :208). When it is integrated, it can be the focus of a question or it cannot appear in a negative declarative clause. This is classified as an adjunct. Those adverbials, which are peripheral to the clause structure, are classified as a subjunct, disjunct or a conjunct. A subjunct is an adverbial, which have a subordinate role in comparison with other clause elements (Quirk, 1985, 566). A disjunct is the speaker or the writer's comment on the form or content of what he is saying. A conjunct connects the sentence with previous sentences. The conjunct differs from a conjunction in the sense that the first connects the sentence to the previous sentence while the latter exist in coordination or subordination within a sentence.

This paper tries to see the use of conjunct and disjunct as means of developing paragraphs. The conjunction, adjunct, and subjunct are not discussed here for these things have been profoundly discussed and included in curriculum. Disjuncts and conjuncts get less attention than the former. This is due to the fact that the latter plays less grammatical roles. It is of the same reason that grammarians discuss them on the basis of semantics. This becomes beneficial for developing a paragraph. In developing a paragraph two things are important. First correctness is maintained to meet the grammatical rules. The second, coherency is also maintained through semantic aspect.

### Disjuncts And Conjunct.

As mentioned before, the idea of disjunct and conjunct are semantically based rather than grammatically based. The same form of an adverbial may fall in different category as a disjunct or an adjunct. Quirk presents a good example for it.

(3) *Sadly*, the storm destroyed the entire tobacco crop.

(4) Dr. Fox sat *sadly* in her room.

These two adverbials can be distinguished by changing them into interrogative forms:

\*(5) Did the storm destroy the entire tobacco crop *sadly*?

(6) Did Dr. Fox sit in her room *sadly*?

It is clear that the person, who looks sad, is different in the two different sentences. The *storm* cannot be sad and in this case the *writer* may feel sad. It is also clear that in sentence (6) the one who looks sad is *Dr. Fox*. From the above mentioned sentences, we know that the adverbial *sadly* differs in categories. The first is a disjunct and the second is an adjunct.

A conjunct, furthermore, connects a sentence to another. The distinction between a conjunct and a conjunction is seen in the following sentences:

(7) Though he is poor, he is satisfied with his condition.

(8) He is poor. He is satisfied with his condition, though.

The second sentence in (8) is not normally found in isolation. The connection between the sentence and its preceding sentence is tied up with the conjunct *though*. Whereas in (7) *though* functions as a conjunction.

### Types of Conjuncts And Disjuncts.

Conjuncts may be of various kinds. Quirk classifies conjuncts into different semantic classifications. They include listing, enumerative, additive, summative, appositive, resultative or inferential.

Conjuncts of listing can be subdivided into enumerative, equative and reinforcing conjuncts. The enumerative conjuncts include: 1) *first, second, third...*, 2) *firstly, secondly, thirdly.....*, 3) *one, two, three.....*, 4) *in the first place, in the second place....*, 5) *first of all*, 6) *on the one hand ..... on the other hand*, 7) *for one thing .....for another thing*, 8) *for a start*, 9) *to start with, to begin with* 10) *next, then*, 11) *finally, last, lastly, last of all*.

The equative conjuncts cover 1) *correspondingly*, 2) *equally*, 3) *likewise*, 4) *similarly*, 5) *in the same way*, and 6) *by the same token*.

The reinforcing conjuncts include 1) *again*, 2) *also*, 3) *besides*, 4) *furthermore*, 5) *more*, 6) *moreover*, 7) *in particular*, 8) *then*, 9) *in addition*, 10) *above all*, 11) *on top of it all*, 12) *to top it*, and 13) *to cap it*.

The summative conjuncts cover 1) *altogether*, 2) *overall*, 3) *then*, 4) *thus*, 5) *all in all*, 6) *in conclusion*, 7) *in sum*, 8) *to conclude*, 9) *to sum up* and 10) *to summarize*.

The appositive conjuncts include 1) *namely*, 2) *thus*, 3) *in other words* 4) *for example*, 5) *for instance*, 6) *that is*, 7) *that is to say*, 8) *specially*.

The resultative conjuncts cover 1) *accordingly* 2) *consequently*, 3) *hence*, 4) *now*, 5) *so*, 6) *therefore*, 7) *thus*, 8) *as a consequence*, 9) *in consequence*, 10) *as a result*, 11) *of course*,

The inferential conjuncts include 1) *else*, 2) *otherwise*, 3) *then*, 4) *in other words*, 5) *in that case*.

The contrastive conjuncts cover reformulatory conjuncts such as 1) *more accurately*, 2) *more precisely*, 3) *alternatively*, and 4) *in other words*. The contrastive conjuncts also include the replacive ones. They include 1) *again*, 2) *alternatively*, 3) *on the other hand*. Furthermore the contrastive conjuncts include the antithetic conjuncts such as 1) *contrariwise*, 2) *conversely*, 3) *instead of*, 4) *oppositely*, 5) *then*, 6) *on the contrary*, 7) *in contrast*, 8) *by contrast*, 9) *by way of contrast*, 10) *in comparison*, 11) *by comparison*, 12) *by way of comparison*, 13) *on the other hand*. In addition, the contrastive conjuncts also include the concessive ones such as 1) *anyhow*, 2) *anyway*, 3) *besides*, 4) *else*, 5) *however*, 6) *nevertheless*, 7) *nonetheless*, 8) *notwithstanding*, 9) *only*, 10) *still*, 11) *though*, 12) *yet*, 13) *in any case* 14) *in any event*, 15) *at any rate*, 16) *at all events*, 17) *for all that*, 18) *in spite of that*, 19) *in spite of it all*, 20) *after all*, 21) *at the same time*, 22) *on the other hand*, 23) *all the same*, 24) *admittedly*, 25) *of course*, and *still and all*.

The transitional conjuncts include the discorsal conjuncts such as 1) *incidentally*, 2) *now*, and 3) *by the way*. This classification also include the temporal conjuncts such as 1) *meantime*, 2)

*meanwhile, 3) in the meantime, 4) in the meanwhile, 5) originally, 6) subsequently, and 7) eventually.*

If conjuncts connects a sentence to another sentence, disjuncts convey the speaker's comment, which is included in the sentence. Disjuncts include the style and attitudinal ones. The style disjuncts imply a verb of speaking of which the subject is the *I*speaker. The attitudinal disjuncts, moreover, convey the speaker's comment on the content of the sentence.

The style disjuncts include 1) *seriously*, 2) *personally*, 3) *strictly*, 4) *frankly*, 5) *briefly*, 6) *candidly*, 7) *confidentially*, 8) *generally*, 9) *honestly*, 10) *to be frank*, 11) *to speak frankly*, 12) *to put it frankly*, 13) *frankly speaking*, 14) *put frankly*, 15) *to be brief*, and 16) *in all frankness*

Attitudinal disjuncts may be marked by 1) *obviously*, 2) *understandably*, 3) *to our surprise*, 4) *of course*, 5) *to be sure*, 6) *unfortunately*, 7) *rightly*, 8) *to our regret*, 9) *certainly*, 10) *probably*, 11) *definitely*, 12) *indeed*, 13) *surely*, 14) *undeniably*, 15) *undoubtedly*, 16) *unquestionably*, 17) *clearly*, 18) *evidently*, 19) *apparently*, 20) *happily*, 21) *hopefully*, 22) *naturally* 23) *foolishly*, and 24) *funnily enough*,

The above mentioned conjuncts and disjuncts may be of some help for paragraph development. This due to the fact that they are semantic entities to shift between ideas. In short, they are logical properties to maintain coherency in writing a paragraph.

### **A Paragraph and Its Types.**

In order to develop a paragraph well, according to Imhoof, a writer should begin the paragraph with an introducer. Furthermore he should develop it to a paragraph developer. If necessary, he could include a modulator. Then, he could finish the paragraph with a terminator.

A paragraph introducer consists of sentences, which brings about a topic to discuss further in succeeding parts of the paragraph. It is then followed by a set of sentences called a developer. The developer presents examples or details of the topic in the introducer. In there may be different ideas or even conflicting ideas. In order to move from one idea to another there must be a modulator. In the end there are concluding sentences called a terminator.

In developing a paragraph there are various kinds of paragraph developments. They include paragraph developments by listing, by examples, by comparison, by contrast, by definition, by classification, by process description, by generalization, by space and time, by cause and effect, and by an analogy.

The paragraph development by listing makes use of making a list of facts and examples. It normally begins or ends with a topic sentence. Furthermore, a paragraph development by examples as its name presents a set of examples, which succeed a topic sentence, which normally comes at the beginning of the paragraph. The paragraph development by comparison tries to present similar aspects of the things compared. In contrast to this, the paragraph development by contrast tries to reveal different aspects of the things contrasted. In addition, a paragraph development by definition builds an idea by presenting facts. In a paragraph development by classification, a number of facts are classified in a good order that they are easy to identify. Next to a paragraph development by classification is the paragraph development by process description. This type of paragraph development presents a description of succeeding events in series. An event cannot precede another unless it is the part of the process. The paragraph development through generalization begins or ends with a topic sentence. This type of paragraph development is realization of the inductive or deductive approach. It is inductive when it starts with examples followed by the topic sentence. It is deductive when it begins with a topic sentence followed by examples. The next type of a paragraph development is the paragraph development by space and time. This type of paragraph development makes use of listing facts or events. The paragraph development by cause and effect tries to present a logical analysis of two or more things. One is the cause and the other is an effect. The last paragraph development to mention here is the paragraph development by an analogy. This is similar to the paragraph development by comparison. The comparison in analogy involves different things from the topic discussed. In other words it makes use of metaphor or simile to portrait something.

### Adverbials and Clause Patterns.

Different paragraph developments bear different methods of relating sentences. At a beginner level in a composition class, students are asked to write simple sentences. Simple sentences in English can take the form of the basic clause patterns proposed by Quirk such as: S V, S V O, S V C, S V A, S V O O, S V O C, and S V O A. The most basic elements in the clause structure are the subject and the verb. Then the kind of the verb determines the presence of an object, complement and an adverbial. Here are some examples:

(7) He became a king.

(8) He lives next door.

(9) He listened to music.

The presence of the expressions *a king*, *next door*, and *music* is obligatory. They represent different clause elements. The first functions as a complement, the second an adverbial and the third an object. At a certain degree adverbials are optional.

It is important for us to keep in mind that there are obligatory, optional and peripheral adverbials. Once again, this paper deals with the peripheral adverbials of disjunct and conjunct. Although the addition of disjuncts or conjuncts to a simple sentence bearing a simple clause pattern does not affect the pattern, the addition will add more information and furthermore will join one sentence to another. This is important for coherency in the paragraph.

Disjuncts, as described in the, include style and attitudinal disjuncts. Style disjuncts show the writer's involvement in the sentence with the use of the subject I together with his personal comment. Attitudinal disjuncts express the writer's comment on the content of the sentence. Adding such disjuncts to a sentence will rouse the reader feelings and will bring the reader find a logical setting.

Conjuncts, as a peripheral adverbial has the capacity of relating one sentence to another. Their important characteristic is that they do not bring complexity to the sentence. The simple sentence will remain a simple sentence when it is added a conjunct. A conjunction on the other hand may result in subordination or coordination. As a result the sentence becomes a complex or a compound sentence. Furthermore, an introducer may be followed by a sentence having

### Developing Parts of Paragraph by Means of Conjuncts.

A paragraph, which consists of a paragraph introducer, developer, modulator and a paragraph terminator can be developed by means of conjuncts. The beginner level can be retained by maintaining all sentences in the simple sentence. Conjuncts may be added to join one sentence to another. For an introducer a conjunct of listing may be employed. The conjunct can be: *to begin with*, *for a start*, *to start with*, *to begin with* and *for one thing*. These expressions can be directly joined to the first sentence of a paragraph.

The next part of paragraph, the developer, can be written through various kinds of conjuncts such as conjuncts of listing, which covers enumerative, equative, and reinforcing conjuncts. Other conjuncts such as appositive, contrastive, which include formulatory, replusive, and concessive adverbials can be added to the developer. For detail please see the list above.

As a paragraph develops, there may be shift of ideas. In this case a sentence of modulator can be written down. An inferential conjunct can be added to a simple sentence as a modulator. The inferential conjunct include the discourse and temporal adverbials. Again for detail please see the classification above.

The last part of a paragraph is the terminator. Still, a simple sentence can be a terminator effectively with the help of conjuncts of summative or resultative adverbials. By these types of conjuncts, the functions of the parts of a paragraph becomes clear.

### Closure

The use of conjuncts and disjuncts in developing a paragraph, may retain the use of simple sentence for the whole paragraph. It reduces complication in writing a paragraph, which is good writers at the beginner level. Besides that, the functions of the parts of a paragraph becomes clear and coherence can be maintained.

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# CERTIFICATE

This is to certify that

*Japen Sarage, M.A.*

has participated in the 2<sup>th</sup> UAD TEFL International Conference held by English Education Study Program,  
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Drs. H. Kasiyarno, M. Hum.  
Rector of University of Ahmad Dahlan



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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
a. Kelengkapan unsur isi buku (10%)	1,5		1
b. Ruang lingkup dan kedalaman pembahasan (30%)	4,5		2,5
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	4,5		2,5
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Total = 100 %	15		9

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Reviewer

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**HASIL PENELITIAN SEJAWAT SEBIDANG ATAU PEER REVIEW**  
**KARYA ILMIAH : PROSIDING**

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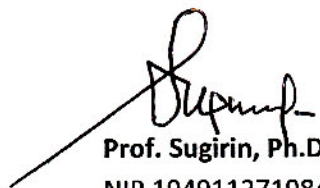
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**Hasil Penelitian Peer Review**

Komponen Yang Dinilai	Nilai Maksimal Prosiding 15		Nilai Akhir Yang Diperoleh
	Internasional <input checked="" type="checkbox"/>	Nasional <input type="checkbox"/>	
a. Kelengkapan unsur isi buku (10%)	1,5		1.2
b. Ruang lingkup dan kedalaman pembahasan (30%)	4,5		3.0
c. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	4,5		2.6
d. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		3.0
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